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ABSTRACT

This handbook is designed to guide the adult basic education (ABE) teacher who is just beginning to work in an individualized learning center. Strategies are presented to aid these teachers in coordinating the simultaneous instruction of many adults while maintaining an individualized approach tailored to meet the needs of each student. Ten chapters cover these topics: characteristics of ABE learners; ABE teacher roles, skills, and characteristics; scope of ABE (levels, General Educational Development Testing, competency education, English as a Second Language); organizing the learning center; getting the learner started; evaluating the learner's needs (informal evaluation, diagnostic procedure, testing, self evaluation); educational prescription; basic principles of individualization (basic principles of programmed learning, components of individualization, group instruction); record keeping; and use of educational aides. Appendixes include answers to questions frequently asked by ABE teachers operating individualized learning centers; sample forms, lists, and information; and a bibliography. (YLB)

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HOW TO OPERATE AN INVIDIVIDUALIZED LEARNING CENTER

A HANDBOOK FOR TEACHERS
of Adult Basic Education

developed by the

Division of Continuing Adult Education
CLEVELAND PUBLIC SCHOOLS

in cooperation with

Division of Federal Assistance
OHIO STATE DEPARTMENT OF EDUCATION

September, 1979

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CLEVELAND PUBLIC SCHOOLS

Division of Continuing Adult Education

HOW TO OPERATE AN INDIVIDUALIZED LEARNING CENTER

A Handbook for Teachers
of Adult Basic Education

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CLEVELAND PUBLIC SCHOOLS

Division of Continuing Adult Education

Adult Basic Education

HOW TO OPERATE AN INDIVIDUALIZED LEARNING CENTER

A Handbook for Teachers
of Adult Basic Education

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FOREWORD

Evidence of increased public awareness of the problems of under-educated persons can be found in the expansion of the Adult Basic Education Program of the Cleveland Public Schools in recent years. The innovative instructional environment of the Adult Basic Education Learning Center has contributed significantly to that expansion.

Instruction at the Adult Basic Education Learning Center focuses on meeting the individual needs of each student. That approach has encouraged many people to return to school, to determine their own area of study, and to work at their own rate toward the attainment of their individual goals. Common among the goals defined by such students are the development of basic reading and mathematics skills, the improvement of functional performance in various areas, and the overall enrichment of the quality of life for themselves and their families.

Essential to the operation of the Adult Basic Education Learning Center are teachers who are prepared to meet the challenges involved in educating a diverse population of adult students. This handbook presents numerous strategies designed to aid teachers in coordinating the simultaneous instruction of many adults while at the same time maintaining an individualized approach tailored to meet the needs of each student.

Peter P. Carlin
Superintendent
Cleveland Public Schools

A STATEMENT OF PURPOSE AND ACKNOWLEDGMENT

Since 1967, when the first ABE learning center was opened in Cleveland, Ohio, many teachers have been introduced to the techniques of individualization and have come to appreciate the effectiveness of the individualized learning center in teaching Adult Basic Education.

The purpose of this handbook is to extend knowledge of this approach to all teachers who are interested in learning how to individualize the instruction of the Adult Basic Education learner. It is written as a special ABE demonstration project for the Ohio Department of Education.

The handbook is intended to guide the ABE teacher who is just beginning to work in this exciting teaching field. It is hoped also, that it will serve the experienced ABE teacher as a reinforcement of time-tested techniques as well as support in finding new methods for successful individualized teaching.

Special thanks are hereby extended to all the ABE learning center teachers in Cleveland, for their help in relating their experiences and ideas for the writing of this book. In particular, the efforts of Judith Hunt and Jean Williams are noted for the many hours spent in reviewing and editing what had been written.

In addition, I wish to acknowledge the assistance of George Travis, Educational Consultant, Ohio State University, and of William L. Edwards, Directing Supervisor of Continuing Adult Education, Cleveland Public Schools, for the counsel, support and editorial expertise they offered in every phase of this publication.

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Chapter I

THE ABE LEARNER AND INDIVIDUALIZED PROGRAMS

Adults Come Back to School

Millions of adults have come back to school since the Adult Education Act of 1966 provided funds for Adult Basic Education (ABE). They came back hoping to overcome deficiencies in reading, writing, or computation; to complete high school; or at least to attain the eighth grade level of proficiency. Besides coming to upgrade a limited education, many returned in order to acquire skills that would help them function better as consumers, workers and citizens.

Teachers of these adults soon came to recognize the great diversity among ABE learners. No two learners were alike. They came with differing backgrounds, needs, abilities, learning styles and goals.

Teachers also saw that there were many common characteristics. Along with their aspirations, ABE learners brought to school a lifetime accumulation of problems and attitudes unique to the under-educated adult. In order to reach these adults, ABE teachers found they had to understand, respect and deal with these characteristics in a special way. They needed new, more effective techniques to teach and establish rapport with ABE learners.

Experienced teachers developed guidelines. Some of these guidelines are listed below, along with characteristics commonly found among ABE learners.

Some Characteristics of the ABE Learner and Guidelines for Teachers

CHARACTERISTICS	GUIDELINES
1. THE ABE LEARNER OFTEN HAS A POOR SELF-IMAGE AS A LEARNER. Sometimes an ABE learner is distrustful or afraid of school and of teachers and may be embarrassed in the classroom. Those who failed in school before, fear they may fail again. These feelings may emerge in an outward show of hostility, indifference, or excuses.	1. SUCCESS IN LEARNING ENHANCES SELF-IMAGE. The learner with a poor self-image must experience success soon and often. Early success motivates, gives confidence, and encourages the learner to quicken the pace. Immediate feedback helps the learner to evaluate progress and overcome failure.
2. THE ABE LEARNER WANTS TO BE INVOLVED IN DECISION MAKING. The ABE learner is a responsible adult and deserves to be treated as such.	2. THE LEARNER SHOULD BE ALLOWED TO MAKE DECISIONS ABOUT THE LEARNING PROGRAM. Setting goals and making decisions about what to learn and how to learn it should be the student's role in the learning process. The opportunity to work independently will further support the learner's feeling of responsibility.

3. ECONOMIC OR HOME PROBLEMS MAY CAUSE GREAT CONCERN.

The learner may be at the marginal or poverty level, underemployed or unemployed, with pressing home problems. Such problems frequently cause the ABE learner to drop out.

4. THE LEARNER IS ANXIOUS AND OFTEN IMPATIENT ABOUT THE TIME SPENT IN STUDYING.

Having set aside adult responsibilities to come to school, the learner wants to see an immediate, practical use for learning. The learner may not be very realistic about how long it will take to learn basic skills.

5. THE ADULT LEARNER HAS ALREADY ACQUIRED A GREAT DEAL OF LIFE EXPERIENCE.

Based on this experience, the learner has developed a background in some areas of knowledge, skills and interest.

6. THE ADULT LEARNER MAY HAVE LEARNING PROGRAMS.

The problems can range from poor study habits to more

3. LONG-RANGE GOALS SHOULD PROVIDE THE LEARNER WITH MOTIVATION TO CONTINUE.

The learner should see how the program of studies can help him or her to function better as consumer, employee, or family member.

4. ADULT LEARNERS SHOULD SET THEIR OWN TIME SCHEDULES.

Anxiety about time spent in learning will be eased through (1) flexible scheduling, (2) self-pacing, and (3) goal-oriented learning, in which the learner works only on what is needed for mastery.

5. MATERIALS SELECTED FOR THE ABE LEARNER SHOULD BUILD ON THE EXPERIENCE, KNOWLEDGE AND SKILLS ALREADY ACQUIRED.

The learner should not be required to study what is already known, or made to wait until others have mastered it, in order to advance.

6. TEACHERS SHOULD DESIGN PROGRAMS TO CORRECT OR COMPENSATE FOR LEARNING PROBLEMS.

The learner should not be placed in stressful learning situations.

complicated learning disabilities. Some learning problems may not have been diagnosed, or they may have become more acute with time.

If a learning disability is suspected, it should be diagnosed, and steps taken to correct or compensate.

7. THERE MAY BE HEALTH PROBLEMS OR PHYSICAL DISABILITY.

Difficulty in seeing or hearing, poor muscular coordination, lack of energy and other physical problems can interfere with learning. Cleveland 's PROJECT CONTACT study confirms that the chief factors in ABE withdrawal are health and family problems.

7. LEARNING PROGRAMS SHOULD BE FLEXIBLE ENOUGH TO ALLOW FOR HEALTH AND DISABILITY PROBLEMS OR ABSENCES.

Adults who are absent for health or similar reasons should be encouraged to return to school as soon as they are able. They should not feel that they must drop out because of poor attendance.

Individualized Learning

Teachers have found that an individualized learning program is notably effective in meeting the diverse needs of adults learning basic skills. The individualized approach not only motivates adults to learn, but also helps them, once they are enrolled, to learn more.

The individualized program adapts to diversity. It permits learners to study at their own pace and to perform tasks one step at a time. Learning programs are custom-tailored to the needs and interests of each learner.

The growth of individualized instruction as a way to teach ABE has led to the development of the ABE learning center, sometimes called the ABE learning lab (laboratory).

Most ABE learners enter the program with no understanding of what individualized instruction means. Their previous experience has not prepared them to assume responsibility for their own learning, to pace themselves, or to work independently. Once involved, however, ABE learners usually adapt well to individualization. Indeed, many ABE learners become enthusiastic about individualized study and often volunteer to recruit others into the program.

Chapter II

THE TEACHER IN THE INDIVIDUALIZED LEARNING CENTER

The Teacher as Coordinator

In the ABE learning center, the teacher focuses primarily on the learning that each individual is experiencing. The teacher uses every available resource to make this learning as easy, meaningful and pleasurable as possible. Thus, the teacher becomes more than an instructor, serving as a planner or organizer for the many individualized activities that will be presented to the learner. This is why the teacher in the ABE learning center is frequently referred to as a coordinator.

The learning center teacher must be able to function comfortably in many different ways. Success depends on how skilled the teacher becomes in these roles.

The Roles of the ABE Learning Center Teacher

INTERVIEWER	As an interviewer, the teacher must generate a positive reaction from the very beginning, making the new student comfortable, listening well, asking meaningful questions and motivating the adult to want to return.
ORIENTER	In a comfortable, friendly manner, the teacher must provide important information about learning center procedures.
DIAGNOSTICIAN	Ongoing diagnosis requires frequent revision and updating to obtain the appropriate "fit" for the learner and the material.
MATERIALS SPECIALIST	The teacher must match the learner's reading level, interests, objectives and skills with the appropriate materials.
EVALUATOR	The teacher evaluates the effectiveness of the program and the progress of the ABE learners. Recommendations for improvement result from this evaluation.
PRESCRIPTION WRITER	The teacher's knowledge of the learner's goals, the diagnostic process, and the type of materials available must be considered in designing programs for learning.
INSTRUCTOR	Materials and equipment will never take the place of a good teacher. The learning center teacher should be an effective teacher, capable with groups as well as with individuals. A knowledge of various approaches to teaching reading and math is essential.
COUNSELOR	The teacher needs to establish an atmosphere of trust. Effective counseling will help the learners clearly understand their own needs and aims. The ability to listen is as important as the ability to speak.
RECORDKEEPER	Organizational skills are required of the teacher who keeps the records which supply information for funding and for federal, state and local reports. Records also play an important role in programming and tracking the ABE learner.
REFERRAL AGENT	The teacher must be familiar with the community agencies and resources to which people may be referred when problems are beyond the scope of the ABE program.
RECRUITER	The teacher must be aware of the many ways to recruit new learners. One of the best ways is by sending out successful learners who will tell others about ABE.

PUBLIC RELATIONS EXPERT	The teacher is sometimes responsible for seeing that the community knows about the program and the ways in which ABE can meet the needs of the people. Prospective students are invited to visit and are made welcome.
MANAGER	The well run learning center requires a teacher who understands human behavior well enough to manage, motivate, supervise and evaluate, as the situation demands.

Some of these roles are shared with other staff members who may be assigned to the learning center. In smaller programs, the ABE teacher may be required to perform all of these activities.

Characteristics of Successful ABE Teachers

Through the years, Adult Basic Education has been able to accomplish its goals because of its dedicated teachers. The quality of teachers has remained high, even as more demands have been made on their time and skills with the introduction of more effective ways to meet the needs of adult learners. In the individualized ABE program, the learning center teacher needs to be:

- compassionate, accepting, respectful
- creative, resourceful, intellectually curious
- energetic, versatile, realistic, flexible
- endowed with a sense of humor
- and competent professionally.

Professional Development and Growth

Most learning center teachers do not start in the program with a background in teaching adults. However, by participation in preservice and inservice training, they soon acquire an understanding and foundation in the principles of adult education and related areas. These include: psychology and problems of the adult learner and particularly of the under-educated adult; scope and sequence of the ABE curriculum; principles of programming

and of individualization; methodology in use of materials and equipment; principles of management; and interpersonal relations.

Learning center teachers have been able to acquire greater professional and technical skills also by enrolling in postgraduate courses in adult education.

There are also many professional organizations specifically for adult educators. The National Association for Public Continuing and Adult Education (NAPCAE) and the Adult Education Association (AEA-USA) welcome teachers to join. There are many state and local adult education associations as well. They offer informative meetings, professional publications and legislative support to adult education teachers.

Other ways to improve skills are by observing experienced teachers at work, and by reading about individualized ABE programs. See the bibliography for suggested readings.

TEACHER'S SELF-APPRAISAL: HOW DO YOU MEASURE UP?

A periodic self-evaluation helps teachers develop confidence and competence. The use of a teacher's self-appraisal sheet can serve to inspire, motivate, and evaluate one's competency. A sample self-appraisal sheet follows.

SELF-APPRAISAL SHEET FOR THE ABE INDIVIDUALIZED LEARNING CENTER TEACHER

(check the appropriate column)

	Yes	No	As a Learning Center Teacher do I...
PROGRAMMING	☐	☐	Plan with the learner for long-term and short-term goals?
	☐	☐	Refer learner to community agencies when appropriate?
	☐	☐	Make learning realistic by using the learner's experiences?
	☐	☐	Integrate life skills (APL) into the ABE curriculum?
	☐	☐	Organize lessons sequentially so that the learning builds on previously acquired skills?
RESOURCEFULNESS	☐	☐	Develop materials that are innovative and adaptive?
	☐	☐	Use a variety of techniques to adapt to learning level?
	☐	☐	Develop materials on the spot or adapt portions of materials already available?
INSTRUCTION	☐	☐	Give instruction in short-term tasks to assure success at every step?
	☐	☐	Promote independence in choice of activities?
	☐	☐	Individualize instruction?
	☐	☐	Make instruction practical for the learner to put to use in daily activities?
CLASSROOM ATMOSPHERE	☐	☐	Show enthusiasm?
	☐	☐	Demonstrate self-control and patience?
	☐	☐	Show awareness of learner's interests?
	☐	☐	Recognize learner's cultural differences?
	☐	☐	Provide a listening ear to learner when needed?
	☐	☐	Promote input from learners ?
	☐	☐	Develop an awareness of symptoms of discomfort and anxiety in learners?
	☐	☐	Assess progress with each learner?
DIAGNOSIS AND EVALUATION	☐	☐	Diagnose educational needs of learners using a variety of means?
	☐	☐	Determine the instructional level of each learner?
	☐	☐	Keep accurate records of information and progress?
	☐	☐	Provide corrections tactfully through positive reinforcement?
	☐	☐	Follow up on the learner's difficulties?

Chapter III

THE SCOPE OF ADULT BASIC EDUCATION

An Opportunity for Individualized Learning

Adult Basic Education was established by federal law, through the Adult Education Act of 1966 and its amendments. This law determined that adults 16 and older are entitled to basic instruction on elementary and secondary levels. It defined Adult Basic Education as follows:

> "The term 'adult basic education' means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities."

Adults ranging from non-readers to high school equivalency applicants came back to school as ABE participants. They required a broad curriculum and the opportunity to select the learning programs they needed. Educators found that individualized instruction fitted well into the broad scope of ABE.

Academic skills instruction in ABE covers reading, writing, computation, and some social studies and science. Special needs of non-English-speaking adults are served in English as a Second Language (ESL) classes, and aliens are helped to prepare for citizenship. ABE studies also include the practical application of academic skills to help the adult learner cope as a citizen, worker and consumer.

To accommodate this broad range of studies, ABE instruction has been organized into two levels. Each level covers many subject areas.

This chapter will give an overview of ABE. More specific information is available in ABE curriculum studies and materials guides, some of which are listed in the Appendix.

Levels of ABE

Because reading is a central skill of ABE learning, reading ability is commonly used to determine the level at which the adult learner is placed. At enrollment, the teacher administers a reading placement test. The resulting score is expressed as a reading grade equivalent. Although the teacher uses this information for placement and proper selection of study materials, the learners should not be made aware of the grade score unless they ask.

Level I is the category for adults whose reading scores correspond with the reading skills of grades one through eight. Level I is often divided into: Beginning, for grades one through three; Intermediate, grades four through six; Advanced, grades seven and eight.

Level II is for learners whose reading scores are in grades nine through twelve. Usually, the goal of level II learners is to pass the General Educational Development Test in order to receive their high school equivalency certificate.

Once general placement has been achieved, specific reading skills, such as word recognition and comprehension, are further diagnosed. Ability in other subjects, such as math and writing, is also assessed. For further information concerning specific diagnosis, consult Chapter 6.

Reading Grade Equivalent Score	A B E LEVEL	
12 11 10 9	LEVEL II	GED TEST PREPARATION
8 7	LEVEL I advanced	Pre-GED
6 5 4	LEVEL I intermediate	Pre-GED
3 2 1	LEVEL I beginning	Pre-GED

Fig. 1 A comparison of reading grade equivalent scores with ABE/GED level and placement.

The GED Test

The General Educational Development Test (GED) is an examination for adults 18 years of age or older who have not completed high school, and whose class has graduated. By passing this test, they are eligible to receive the certificate of high school equivalency from the State. Although it is not a diploma, the GED certificate may be offered in lieu of a diploma by the adult seeking college entrance or employment.

The GED Test is made up of five separate sub-tests in the following subject areas: Writing Skills, Social Studies, Science, Reading and Mathematics.

Adults take the GED Test by appointment at an offical testing center. Six hours are allotted for the test. Applications for testing are available at the testing centers or may be obtained by writing the State Equivalence Office, Ohio Testing Services, 65 South Front Street, Columbus, Ohio 43215.

Preparation for GED Testing

GED Test Preparation is offered at both levels I and II. Instruction covers the five testing areas as well as test-taking techniques.

Those with skills at the ninth grade level and above are placed in the Level II GED Test Preparation course. Below the ninth grade, at Level I, test preparation is offered in the preliminary or Pre-GED class.

Instruction at both levels of GED Test Preparation usually involves a certain amount of group activity, along with individualized study.

Basic Skills Instruction--Level I

Reading--Level I teaches the following reading skills: visual and auditory discrimination, recognition of letters, the alphabet, basic sight

words, basic word analysis, comprehension, and study skills.

Writing--Writing at this level may mean beginning skills, such as learning the formation of letters in cursive writing; the writing of words, properly spelled; or more advanced skills, involving rules of grammar and usage, in writing complete sentences and paragraphs.

Mathematics--Level I mathematics skills include number recognition and the fundamental processes of addition, subtraction, multiplication and division, using whole numbers, fractions, decimals, some percentage, and the ability to read and interpret simple word problems. The focus of instruction is on using these skills in practical applications, such as consumer math and measurement. Some metrics are included.

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Science and Social Studies--Reading materials in science and social studies are introduced for content as well as reading skill development, at the ability level of the ABE learner. The Pre-GED learner is encouraged to develop vocabulary, to study and interpret graphs and maps, and to read the daily newspaper.

Competency Education--Level I

One out of every five Americans lacks the skills and knowledge needed in order to function effectively in today's society. This is the conclusion of a nationwide survey of adult competencies completed in 1975 by a group of educators at the University of Texas. These educators defined competency as "the ability to use skills and knowledge needed to meet the requirements of adult living." They studied the general knowledge areas in which adults need to perform.

The knowledge areas are:

- Consumer Economics
- Occupational Knowledge
- Health
- Community Resources
- Government and Law

Skills needed for adults to succeed in these subject areas were categorized as:

- Communication skills, such as reading, writing, speaking and listening
- Computation
- Problem solving
- Interpersonal relations.

An appropriate ability for adults to perform these skills was designated as the Adult Performance Level (APL).

In APL instruction the practical application of skills becomes the focus of learning. In other words, the ABE learner discovers ways to cope with real life situations, and develops skills along the way. By matching learning skills with knowledge areas, adults identify the learning objectives, or goals, that are important to them. This matching was done by the Texas educators, who identified 65 objectives that require basic skills in order to cope in today's society.

Since 1975, many instructional materials have been developed for teaching life skills to the ABE learner. Commercial APL materials have appeared on the market, providing teachers with valuable help in integrating ABE with APL objectives. Many adults are acquiring reading skills by using these APL materials.

Several ABE Demonstration Projects in Ohio have developed workbooks for teachers or learners. Dayton's Project COPE matches APL and ABE objectives and offers many ways to teach competency to adults. Project REAL in Warren has published student workbooks and teacher guides in APL knowledge areas.

Teachers are also encouraged to use real forms as teaching materials. These include income tax reports, social security papers, employment résumés, credit requests, driver license applications, and other examples of papers that adults need to fill out.

English As a Second Language--Level I

Ideally, English as a Second Language (ESL) instruction is conducted in traditional classrooms, with learning groups divided for beginning, intermediate and advanced learners.

ESL students learn English in a sequence based on grammatical structures that are presented orally by the teacher and then repeated through practice drills by the students. The vocabulary they learn provides oral practice for these grammatical structures. This vocabulary refers to conversational subjects such as the following: classroom objects and experiences, family, common occupations, numbers, months and dates, transportation, basic foods, common forms of recreation, weather and experiences of urban living.

Words, phrases and sentences are patterned by the teacher and repeated, first by the group and then by individuals. They learn by (1) listening, (2) speaking, (3) reading, and (4) writing in English. A good ESL textbook is a valuable tool for learners and for the teacher.

Sometimes, the instructor may refer an ESL learner to the learning center for supplementary drill and practice. The learning center teacher

then follows the specific assignments given by the ESL teacher. Often these assignments require oral drill using the Language Master, or a taped lesson. The learning center is also helpful for drilling ESL learners in English structrues and writing practice.

In some ABE programs there are no ESL classes, and the occasional non-English-speaking learner is assigned to the learning center for individualized study. This requires a great deal of teacher involvement. An appropriate ESL text or workbook is essential.

Citizenship Test Preparation--Level I

One of the services of ABE is to provide help to aliens who plan to take the Naturalization Test. They may use the learning center to get the necessary background in American history, civics, and government.

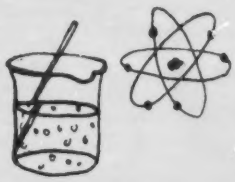
Basic Skills Instruction--Level II

Reading--Level II reading instruction consists of intensive study in comprehension skills, such as being able to find the main idea, to summarize, and to draw conclusions. Learners are instructed in the use of the dictionary and other reference material. Each of the five GED sub-tests depends on reading as a pivotal skill. For this reason, reading instruction in the GED Test Preparation course concentrates on critical reading, evaluating and interpreting.

Writing and English Usage--The Level II ABE learner concentrates on English grammar, spelling, and sentence and paragraph writing. The study of grammar involves parts of speech, parts of a sentence, clauses, phrases, usage, capitalization and punctuation.

Mathematics--Level II mathematics is concerned with review and upgrading of computational skills and more practice in problem solving. Such concepts as ratio and proportion, equations, square roots and percentage are developed. Also included are introductory algebra, measurement, geometry and trigonometey.

Science--The learner acquires the ability to read and interpret scientific material through selective reading, followed by answering questions about what has been read. These fields of scientific study are covered: earth science, biology, chemistry and physics.



Social Studies--Social studies instruction provides a broad background in history, economics, government, civics, sociology and geography. For adults wishing to pass the GED Test, emphasis is placed on being able to read and interpret general reading material in these subjects, as well as maps and graphs.

Enrichment--Because of the potential for personal enrichment within both social studies and science, the teacher is encouraged to take time to help the learners develop an interest in these studies that will flourish long after they have completed their learning objectives. This can be done by introducing the student to books and periodicals that deal with history, government and scientific subjects, as well as developing the practice of reading the daily newspapers for current events.

Individualized Study for Selective Learning

The broad scope of the ABE program demands an extensive curriculum. The adult learner does not necessarily want or need all that is offered. Individualized study presents the opportunity to achieve a variety of goals, and a direct way to achieve only what is desired. Individualization is selective, direct and specific.

Chapter IV

ORGANIZING THE INDIVIDUALIZED LEARNING CENTER

The Teacher's Role in Organizing a Learning Center

Whether the teacher is assigned to an ongoing program or to one that is just getting started, the challenge is the same: to make the most of the available facilities. Good use of space and organization of materials will make the job of building a warm, informal atmosphere easier.

Selecting the Site

An important consideration in starting a learning center is the selection of the site. This is usually the responsibility of the ABE program director. Here are some questions frequently asked by ABE administrators in determining the best location for individualized learning centers:

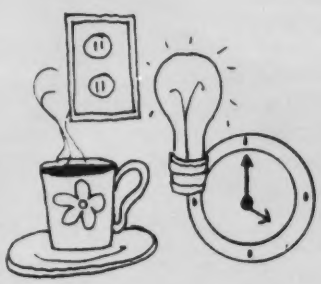
1. How large is the target population?
2. How many adults can be served at one time?
3. What is the potential for expansion at the selected site?
4. How large a staff will be needed?
5. What is the educational level of the target population?
6. How will this population be reached? What recruitment methods will be used?
7. How will students get to the learning center? What are arrangements for parking? Public transportation?
8. Does the site meet local safety and fire regulations?
9. What is the budget allocation for opening this learning center? Materials? Equipment? Salaries? Rent?
10. How much cooperation will be needed from other agencies?
11. What kind of commitment has the program made to other agencies?

After the neighborhood and the building have been selected, the next step is to designate the room or rooms where instruction will take place. The growth of a learning center often depends on space, accessibility, and accommodations.

Conveniences to Look For

The following will help the learning center to function more effectively:

1. Electrical outlets - there should be at least two outlets on each usable wall and one or two on the floor.
2. Lighting - vision problems are common among ABE learners. Proper lighting is essential.
3. Comfortable heating/cooling system.
4. Noise control - noise can be very distracting.
5. Clock in view.
6. Adequate storage space. A secured cupboard or closet for equipment and records.
7. Restrooms - clean and well-maintained.
8. Water fountain or sink.
9. Smoking area.
10. Eating area and/or kitchen facilities.
11. Work area for staff.



The work area for the staff could be a corner of the learning center, or a separate room. Desirable supplies for this work area include: typewriter, duplicating machine of some type, bookshelves for professional and teaching materials, and a small bulletin board for staff announcements.

Furniture

Furniture in learning centers should be movable and adaptable. Tables and chairs are recommended. Each table should accommodate four or five comfortably. The use of study carrels provides additional seating as well as privacy. Other furnishings recommended include:

1. Coat rack - placed in a secure area.

2. Movable carts - used to store equipment and records securely.
3. Teacher's desk, aide's desk.
4. Bookshelves - against walls, or may be used as room dividers to separate subject areas.

It is important not only to have enough furniture, but also to arrange it to provide both open classroom space and sections for concentrated study. Adult learners appreciate a combination of both.

A sample layout showing the furniture recommended for a learning center serving 25 persons at a time is in the Appendix.

Instructional Materials and Equipment

The teacher decides what instructional materials to keep on hand. A wide variety is necessary so that individualizing can take place. Workbooks, worksheets and textbooks are filed on open shelves and arranged systematically according to subject and degree of difficulty. The more easily and quickly the material can be located, the more usable it will be.

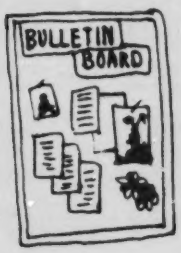
Learning kits and multi-media sets should be stored where temperature changes will not cause malfunction. They must be regularly checked for defective or missing parts. Audio-visual equipment should be kept in a secure place when not in use.

Teacher's materials, including guidebooks, answer sheets, worksheets and testing supplies, are filed separately for the use of the learning center staff. Filing these by subject and level is recommended.

All materials and equipment purchased with ABE funds should be clearly identified as part of the ABE program and an inventory kept on file.

This inventory will include the serial number of each piece of audio-visual equipment.

Using the Four Walls



Teachers can use wall space for motivational posters, pictures of universal appeal, or seasonal and topical displays. A bulletin board that changes frequently and shows pictures of students, their families and their interests is bound to appeal. These wall displays contribute to the warm, informal and friendly atmosphere of the learning center.

Sharing Facilities

Learning centers cannot always be housed in a permanent location. Often church halls, school classrooms, community agency centers, or employee meeting rooms are used a few hours every week for ABE learning centers. The teacher is responsible for secure storage of instructional materials after each session. Such centers are sometimes called mini-labs.

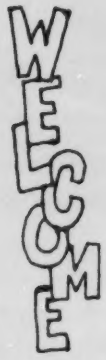
Chapter V

GETTING THE LEARNER STARTED

The Important First Day

It is an emotional experience for the adult learner to return to the classroom, particularly after a long absence. The decision to do so takes courage and determination.

ABE learners are likely to be both eager and apprehensive. Anxiety may make them either silent or talkative. They may overestimate their skills or tend to degrade their accomplishments. They may even be hostile. They do, however, want to learn.



What they see and how they feel on their first visit to the learning center will influence them greatly. How they are approached and treated by the teacher and other staff members on their crucial first day, may decide whether they will return the next time.

The teacher can help the adult feel at home in the learning center by conducting intake procedures in a spirit of understanding and reassurance, in a manner that is relaxed, informal and well organized.

Intake Procedures

Certain intake procedures will be scheduled for the adult's first day in the learning center. These include the initial interview, registration and orientation to learning center operations.

The Initial Interview. An important function of the initial interview is to establish rapport with the learner. Here are some hints for the teacher-interviewer:

1. Greet learners in a relaxed and friendly manner. Ask them how they found out about the learning center. Show that you are interested in them.
2. Tell them about the ABE learning program.
3. Find out what their goals are. Indicate how ABE can help.
4. Reassure them by emphasizing the positive aspects of their past experiences. Show how their background will be the foundation of new learning.

Registration. The well-organized interviewer comes prepared with all necessary registration materials. This includes two folders, one for the learner's assignments, the other for the staff; ABE literature; registration forms; and goals inventories or interest surveys. With these materials on hand, registration is speeded up

and the interviewer can concentrate on making the adult feel comfortable and motivated to enroll. Help in filling out registration forms should be offered when needed.

Orientation to Learning Center Procedures. Here are some ways in which the teacher can help learners understand what they need to know in order to function effectively in the learning center:

1. Explain individualized learning.
2. Let them know their options, that each person may choose how and what to learn.
3. Show how study materials are arranged. Explain how folders are kept and how to use and return books, kits, and audio-visual materials.
4. Discuss time with the learners. Even with open enrollment and flexible scheduling, set a definite time to attend.
5. Encourage the learners to ask questions.

Other Aids to Orientation

The following devices can often be helpful, but they can be developed only after the center has been in operation for some time:

PHOTO NOTEBOOK: Snapshots of the learners at work give a good idea of how the center operates.

SLIDES: A brief slide show is equally instructive.

STUDENT HOSTS: Sometimes, enterprising students are willing to help the newcomers. They can explain procedures and help create a friendly atmosphere.

Handling Open Enrollment

Most learning centers allow new students to enter at any time during the school year. This open enrollment policy should be explained during orientation, so that everyone understands that conferences or work may be

interrupted to enroll newcomers. Take care to follow up on all these interruptions as well as to complete intake procedures, so that all learners are accommodated.

Group Registration

Many learning centers have devised a group orientation system for registration of a large group. Generally, the above steps are followed. The greeting and explanation of ABE are presented to the group as a whole, but the personal interviews are postponed. The following is an outline of the procedures used with a group:

1. Greet the large group and explain the scope of ABE.
2. Distribute a brochure, flyer, or other literature about the program.
3. Ask each person to fill out a registration form. Offer help, if needed.
4. Divide enrollees into smaller groups according to learning areas, such as reading, math, GED, other.
5. Give more specific information to each group, regarding its learning area. Show some learning materials that may be used.
6. If appropriate, administer group placement tests in reading or math.
7. Schedule an appointment for each individual, for an initial interview with a teacher/counselor. Allow 15 to 20 minutes for each conference.

Orientation Narratives

Several Ohio ABE programs have developed scripts for teacher interviewers to use in approaching new ABE learners. These scripts are not to be used exactly as written, but are to be adapted to each situation. A sample narrative for use with ABE-GED learners is in the Appendix.

CHAPTER VI

EVALUATING THE LEARNER'S NEEDS

Informal Evaluation

From the time of the initial interview, informal observation alerts the teacher to the learner's needs and interests. For example, the teacher observes the ability to respond to questions, or to fill out simple registration forms and interest surveys. The entrant's employment record, medical and health record, and length of time since separation from school also provide useful clues.

As the learner progresses, revision and adjustment in the program are often required. There is an increasing amount of information to examine, as revealed through conferences, interaction with other learners, and the quality of completed assignments.

All this information helps the teacher to develop an effective learning plan for the adult. But this is not enough. The ABE teacher needs a well-developed system of evaluation, based on a planned series of tests, to work out a satisfactory diagnostic procedure.

Testing the ABE Learner

However, one of the things that adult students dread most is being

tested. ABE learners are no exception. Tests threaten to reveal inadequacies they don't want others to know about. They often have to be convinced that they need to be tested.

The teacher can help allay testing fears by conducting all tests in a non-threatening atmosphere of privacy. The teacher can explain to new learners that a test will be given to check on (1) what they already know and do not need to learn, and (2) what they need to learn. The learners should be helped to understand that testing will give the information that will help to get them started.

Diagnostic Procedure

Diagnostic procedure is an ongoing process which evaluates the learner's strengths, interests and weaknesses on the basis of tests and the informal evaluation.

The purpose of diagnostic procedure is threefold: to determine initial placement, to provide further diagnosis, and to note progress. A variety of tests is available: placement, diagnostic and progress tests. All help in the diagnostic procedure.

Placement Tests

The placement test is usually administered during the initial interview. Because of the anxieties aroused by testing, the teacher may simply call the test an inventory or survey.

To be effective, placement tests must be short and quickly scored. For this reason, they often consist of oral reading or word identification,

and are not designed to give definitive results. They do, however, help the teacher to decide what diagnostic tests to use later. Some commonly used placement tests are:

Wide Range Achievement Test (WRAT)-- word identification
Slosson Oral Reading Test (SORT)
Locator Test (TABE)

The purpose of placement tests is to determine the learner's reading level. It is advisable to start the learner working at a reading level 1 1/2 to 2 years below the results of the reading placement test. This is called the functional reading level, or independent level. Materials at this level offer a challenge but are not too difficult to read. This allows the adult to experience success from the start.

Diagnostic Tests

Diagnostic tests measure skills in specific subject areas. These tests are more comprehensive and take more time than the placement tests. Diagnostic tests are usually administered after the first session, when the learner is more relaxed and comfortable in the center.

The diagnostic test locates the point at which a specific learning deficiency occurs. For example, a test might reveal that the learner has difficulty multiplying by any number greater than 4. Or, an ABE learner cannot subtract correctly when there is a zero in the minuend. Some tests commonly used for diagnosis are:

Test of Adult Basic Education (TABE) - CTB McGraw Hill
READ Test - Literacy Volunteers of America
Mott Reading Placement - Learning Lab Associates

Additional information about these and other tests is in the Appendix.

Further Diagnosis for Adults with Learning Problems

Adults who are experiencing difficulty in ABE may benefit from more

intensive diagnostic screening. The London, Ohio ABE program has developed a series of individually administered tests called the London Procedure. Designed for use with adults functioning below the 8th grade level, these tests are in five categories:

Visual functions
Auditory functions
Visual perception
Auditory perception
Reading encoding and decoding

Training of ABE teachers in the London Procedure is available through Ohio ABE in-service programs. Experienced diagnosticians show the teachers how to administer the tests, interpret them, and design individual educational plans to help the ABE learners correct or compensate for learning disabilities. They also learn when to make medical referrals. See the Appendix for more information.

Progress Tests

Progress or achievement tests are given to check on how the learner is doing. The teacher decides when and how often these tests are needed.

There are many commercially made progress tests available. Learning programs and workbooks sometimes include check lists or progress tests for each unit of study. Most diagnostic tests can also be used to show achievement.

The teacher should use these commercially prepared tests discriminately. Achievement tests should not include material that has not been taught. Also, the same test form should not be used as both pre-test and post-test.

Teachers often find that the best test they can give is one they design themselves. The teacher's own test may show the learner most clearly the progress that has been made--which is why achievement tests are given.

Testing Procedures in Individualized ABE

No matter what their purpose--placement, diagnosis, or progress check--all tests in individualized ABE programs require that certain steps be taken:

1. Study the learner.
   Goals, background, etc.

2. Select the appropriate test.
   Commercially prepared or teacher-made. What skills does each test measure best?

3. Administer according to directions.
   Consult testing manual if available.

4. Mark tests as soon as possible.
   Don't keep the learner waiting.

5. Record results in student records.

6. Interpret the results.
   Let the learner know what they mean. Find something positive to say.

7. Act on this interpretation.
   The test decides--more testing, more study, or new assignment.

The Learner and Self-Evaluation

Learners can evaluate, too. They can keep track of their own progress. They begin to look on tests as progress reports and on short-term goals as steps toward their learning objectives. They see how achievement of these objectives brings long-term goals closer. Indeed, the whole process of individualized study is based on self-evaluation that continues throughout learning.

CHAPTER VII

WRITING PRESCRIPTIONS

The Educational Prescription: Plan for Learning

The teacher in an ABE individualized learning center plans a series of assignments which will lead the learner toward achieving desired goals. This plan for learning activities is put into writing and is called an educational prescription.

The prescription focuses on mastering the basic skills on which more complex learning is built. In this way, the learning objective of proficiency in the ABE subject areas can be accomplished.

Goals and Objectives

The terms "goals" and "objectives" are used in a special way in ABE. Because goals and objectives have a way of shifting and occasionally coincide, some definitions are in order.

The Long Range Goal

> When the learner is asked, "What do you want to do or become as a result of your adult schooling?", the response is a statement of a long range goal. The goal may be to enter college, to help children with their schoolwork, to read better, or obtain a better job. This goal may change, with time.

Learning Objectives

These are less general goals that have to do with competence or proficiency in a particular subject area. The learning objective is always planned with an eye on the long range goal, and at the same time is focused on specific activities which will equip the learner with the skills that are needed. For example, if the long range goal is to qualify for a job as a waitress, one learning objective would be to develop basic computational skills.

Short Term Goals

Short term goals are the immediate skills on which more complex learning depends. If the learning objective were to be broken down into skills, the result would be short term goals. Short term goals should be attainable by the learner within a brief period of time. They keep motivation high by helping the learner to experience success. The short term goal for the prospective waitress, for example, could be mastering the skill to add columns of two-and three-place digits.

Steps in Prescription Writing

1. Find out the learner's long range goal.

2. Determine learning objectives.
   Base this on the long range goal of the learner and on diagnostic information.

   Select the subject area in which proficiency is needed.

3. List the needed skills in sequential order.
   For reading, math, language, etc.

4. Set short term goals.
   Identify one or two skills to become the short term goals which can be mastered soon by this learner.

   Adjust the size of the step to the ability of the learner.

5. Decide what methods and materials to use.
   Know the available materials.

   Fit them to the learner.

6. Write the prescription.
   One prescription per subject.

7. Evaluate the prescription.
   Check progress.

Monitoring the Prescription

As the teacher and the learner discuss the assignment, the teacher should ask questions frequently to make sure the learner understands what is to be done. The why of a particular assignment should be answered by relating it to the learning objective and long range goal.

While the teacher assures the learner that assistance is always available, the learner should be gradually guided into ways of evaluating what has been done. A prescription by its nature is to be used by the learner as an individual. This concept, of individually-paced learning, however, may be new to many adults. It is important, therefore, that the prescription be presented by the teacher as an extension of personalized care and interest in the learner.

If there is a problem the teacher should always consider:

1. IS THE PRESCRIPTION WORKABLE?
   The teacher should try out the prescription by doing each task as directed. Does the prescription ask too much of the learner at one time? Are the directions clear? Is the pace too slow? Too fast?

2. IS THE PRESCRIPTION RELEVANT?
   Is the prescription adult oriented? Does it contain too much "busy work"? Does it provide practice or drill that is meaningful?

3. IS THE PRESCRIPTION RIGHT FOR THE LEARNER?
   Is the assignment right for the way this adult learns? Does the learner have trouble with the step-by-step operation?

4. ARE THE SHORT TERM GOALS REALISTIC?
   Do they lead to mastery of the skills needed to reach the learning objectives? Will success come soon enough to encourage the learner?

Forms for Prescriptions

Prescriptions may be written in a variety of ways. Some ABE programs have prepared prescription forms that are filled in by the teacher to keep a running record of the learner's progress. A sample of the prescription form used in one ABE program is shown below. See the Appendix for additional assignment forms.

PRESCRIPTION

NAME: ABE JONES TIME: 9^{00} - 12^{00}

SUBJECT: MATH DAY/S: TUES. & THURS.

LEARNING OBJECTIVE: TO MASTER FRACTIONS

DATE	SKILL	ACTIVITY	MATERIAL	PAGE/S	COMPLETED	EVALUATED
5/20	REDUCE FRACTIONS TO LOWEST TERMS	SEE FILMSTRIP "EQUIVALENT FRACTIONS: PART B	SEE MISS JONES		5/20	O.K.
		STUDY EXAMPLES ON WORKSHEETS	WORKSHEET #341 MATH CENTER		5/25	WORKED ALL SAMPLES CORRECTLY T.J.
SHORT TERM GOAL		CIRCLE FRACTIONS NOT IN LOWEST TERMS	BASIC ESS. OF MATH BK #1	37-38		
5/25	CHANGE FRACTIONS TO LOWEST TERMS	BASIC ESS. OF MATH BK #1	38			
5/27	WORK ALL PROBLEMS. REDUCE ALL ANSWERS TO LOWEST TERMS					

Figure 2. Sample Prescription Form for ABE learner.

Chapter VIII

MAKING INDIVIDUALIZATION WORK

An Exciting Process

Individualized instruction can be an evolving, dynamic and personal phenomenon, no matter where it takes place. But neither materials, techniques nor comfortable space will make individualization effective unless the teacher understands how people learn.

Instruction must focus on the unique needs, interests and goals of each learner, and attention must be given to level, pace and learning style. Before the process can work, individualized learning must be understood as a learner-oriented, rather than teacher-centered activity.

This chapter will develop the concept of individualization by discussing certain basic principles of programmed learning, components of individualization, and group instruction. It will also include some recommended activities for teachers.

Principles of Programmed Learning

Here are the principles the ABE teacher needs to apply so that instruction can be individualized:

SMALL STEPS

The learner can learn what is needed if the material is prepared in small steps.

ACTIVE RESPONDING

Adults who are required to respond to a question or to work a problem, are taking an active role in the learning process.

IMMEDIATE CONFIRMATION

The learner needs to know as soon as possible whether responses were correct.

SELF-PACING

The learner can spend as little or as much time as needed on a particular step.

CONTINUING EVALUATION

Written records and regular monitoring of a program keep the teacher in touch with what is actually happening with the learner.

GOALS ACHIEVEMENT

Achievement of short term goals keeps motivation high.

How to Individualize

There are three important steps the ABE teacher must follow in order to individualize the instruction: first, find out what the adult needs to learn; second, give a plan to learn by; and third, make sure the plan works. These steps are the three components essential to an individualized program.

ASSESSMENT

. Study the learner, diagnosing needs. Use interest surveys, goals inventories, registration forms, conferences, tests.

PRESCRIPTION

. Create a written plan (prescription/assignment). Know the sequence of

skills development; know the instructional materials; use different material and/or approach if needed; fit the plan to the adult's learning style and functional reading level.

. Review the prescription with the learner; explain assigned tasks; use specific examples; get feedback from the learner.

EVALUATION

. Observe what is happening, what is being achieved.

. Revise the prescription when necessary; try more specific diagnosis; use the London Procedure for learning problems.

. Keep a written record of progress.

. Arrange a conference with the learner; discuss progress; find out what the learner's feelings are.

. Plan the next step with the learner; review learning objectives; set new short term goals; plan new prescription.

Groups and Individualized Instruction

Whether large or small, groups do have a place in the individualized learning center. To be effective, participation in these groups must be voluntary, fluid, and based on common interests and learning needs.

Some learning requires the interaction of a group. English as a Second Language (ESL), for example, requires oral practice, since the primary function of this instruction is to teach the learner to communicate in English.

Small groups can be formed on a temporary basis for other purposes. Here are some examples:

1. Reading aloud for phonics practice
2. Oral practice of a skill, such as a spelling drill
3. Hearing speakers on consumer education, government and law, health and community resources
4. Discussions on topics of interest
5. Shared experience, problem, or project
6. Films
7. Feedback

Often the best way to get needed information quickly to the adult learners is to address them as a group. Groups also are the answer when many enroll at the same time.

Making the Most of Time and Energy

In view of the limited resources that often characterize the ABE program, the learning center teacher must discover ways to conserve effort and save time. Here are some practices that have helped successful learning center teachers.

1. Obtain an ABE materials guide, annotated if possible. Use it when making assignments or ordering materials.
2. A large notebook is helpful for organizing answer keys and other self-correcting aids. Staple each answer key to a sturdy backing or enclose it in a transparent cover.
3. Use folders or large envelopes for the student prescription sheets, one sheet per subject.
4. Follow a readability formula to rewrite material of general interest so that beginning readers can read it for themselves.
5. Supplement workbooks and texts with worksheets when needed. Worksheets can be reused.
6. File a master copy of all teacher-made materials along with the answer key. Arrange all locally produced worksheets and reading passages by subject, in a convenient place.
7. Make your own tapes for individual use, by recording exercises for phonics and reading practice on audio tapes or cassettes.
8. Use the multi-media approach whenever possible.
9. Instruct the adults in the use of audio-visual equipment so they can operate it unassisted. This develops self-reliance and aids in individualizing the instruction.
10. Establish a routine for learners to check materials in and out.
11. Promote ongoing assignments or projects to eliminate "waiting for the teacher." A programmed book or self-directing kit is often used for this purpose.
12. Have starter kits ready at all times for new enrollees.
13. Perodically, ask the learners to evaluate the program. Ask them to tell what they like about the learning center, and what they would like to see changed. Use a suggestion box.
14. Every assignment should be in writing so that both teacher and learner can refer to it as needed, and can use it to evaluate progress.

15. Drill and practice assignments should be meaningful. The learner should understand that practice of a skill will help produce mastery.

16. Promote use of the library and other sources of reading material.

17. Encourage learners to ask for help when they need it.

18. Help learners to evaluate their own progress.

19. Provide newspapers, magazines, etc., for supplementary reading. Designate articles as part of the reading assignment and encourage the learner to share these materials with friends and family.

20. Collect word puzzles, anagrams, crosswords, etc., and encourage their use in the learning center or for practice at home.

21. Stimulate, encourage and praise. Give positive reinforcement.

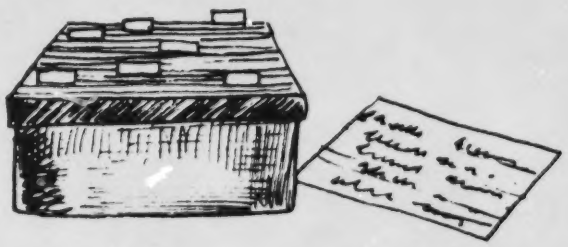
THE ABE LEARNING CENTER TEACHER Knows
Good Records Keep Track of Learning

CHAPTER IX

KEEPING RECORDS

Why Keep Records?

The great variety of records needed to operate an efficient individualized program is a continuing challenge to the teacher. Certain records are compulsory because of funding requirements. Some are necessary to plan a program and to maintain continuity of instruction. Others are important for the learner to keep track of progress.



The absence of well-kept records invites frustration, criticism and failure. On the other hand, teachers find that individualization is more likely to succeed when they keep track of who is doing what and who has done what. Records are needed to support the system.

Three Categories of Records

Generally, recordkeeping will cover information about (1) the learner, (2) the program, and (3) supplies.

This chapter will offer some procedures and hints for gathering

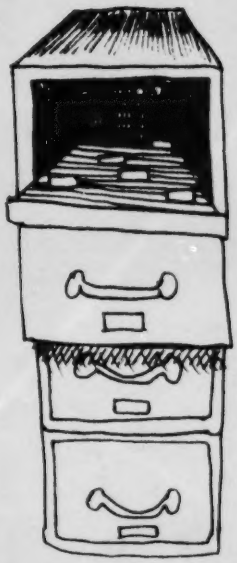
information and maintaining records. It will also cover what should be recorded.

Records on the ABE Learner

Systematic recordkeeping will give the instructor the facts needed for matching materials to each learner's interests, goals and abilities. Two folders are recommended for each learner: the Student Assignment Folder and the Cumulative Record Folder.

The Student Assignment Folder is for student use in the learning center. It contains:

PRESCRIPTION or ASSIGNMENT SHEET
STUDENT'S WORK
  Lessons completed
  Lessons being worked on
TEACHER'S COMMENTS



The Cumulative Record Folder is maintained by the teacher or other staff members and kept in the central file. If the learning center is in a school, this file may be kept in the main office. Because some information in the folder is personal, use of this file by other than staff members is discouraged.

This folder includes:

DEMOGRAPHIC INFORMATION: name, address, phone, age, previous schooling, family, job, etc.
GOALS: expressed by the student
ACCOMPLISHMENTS: learning programs completed, getting a driver's license, voting, other successes.
ATTENDANCE RECORD
WITHDRAWAL: date and reasons for withdrawal. Distinguish between completion and separation.

Records on Instructional Supplies

Books, pamphlets and other instructional materials for student use should be easily accessible. A good filing system will save time and aggravation.

The Instructional Supplies Inventory should list available materials.

These include:

Books, pamphlets, answer keys. (Answer keys should be placed in folders, stapled to firm backing and labeled properly.)

Teacher's manuals, grade level charts, materials guides. (Teacher's manuals belong together, according to subject and level.)

Catalogs, cost lists.

Audio-visual equipment (serial numbers, repair and maintenance records).

Record of lending and borrowing.

Records on the Program....and Reports

Learning center teachers report to the ABE director on class enrollment and attendance, subjects and levels taught, hours the program is in session, number of staff members, separations and completions.

Clear and easy forms and well-defined terms make the recordkeeping manageable. For example, a learner is considered offically enrolled only after at least 12 hours of attendance. Completions are those who withdraw from the program because they have completed a specific learning program or have attained their expressed goal.

A report is usually made every week and a summary of these weekly reports is required at the end of the year. Using the information from the teachers, the director reports to the state agency which administers the federal allocation. All ABE programs file a federal report each fiscal year.

What about Follow-Up?

For an effective follow-up program, keep records of all separations and completions in a central inactive file. If possible, delegate one staff person

to develop a follow-up form and to pursue information about adults who have withdrawn.

Make sure learners understand that you want them to stay in touch with the learning center even after they leave the program. Let them know it is important for the program to know about what happens to them after they leave.

Making the System Work.....Four Rules of Recordkeeping

I PLAN AHEAD

Don't get caught without the forms you need to get the information you want.

Be ready for new entries with two folders all set to fill out the day the new student arrives - one for the Student Cumulative Records, one for Student Assignments.

Develop a new filing system and use it.

II KNOW WHO'S RESPONSIBLE for keeping each record.

III DON'T GET BEHIND

Do each session's recordkeeping on time.

Don't delay getting information needed from students.

Keep lists up-to-date.

IV PACE YOURSELF

Remember, that although recordkeeping is very important, it should never become so burdensome that it consumes most of your time. You're there to help the students learn.

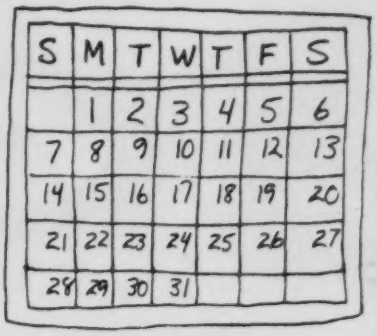
Recordkeeping Calendar

.....a check list for ABE learning center teachers

EACH SESSION

_____ 1. Take attendance

_____ 2. Update student assignment folder



S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

WEEKLY

_____ 1. Summarize attendance for the week:
- . Number of new learners during the week
- . Number enrolled
- . Number withdrawn (reason for withdrawal)
- . Date of entry or withdrawal

_____ 2. Total number of hours of instruction

MONTHLY

_____ 1. Total weekly information

ANNUALLY

_____ 1. Provide information required in the federal report

PERIODICALLY

_____ 1. Update each Student Cumulative Record Folder
- . Demographic information:
  Change of address, phone number, marital status, employment status, etc.
- . Goals and Objectives
  To show what learning objectives have been reached
- . Diagnostic and other test results
  Also samples of completed assignments.
- . Accomplishments
  Such as driver's license, voter registration, voting, entry into high school credit or GED program, vocational training, etc.
- . Attendance record
- . Withdrawal
  Date and reason (completion or separation)

_____ 2. Update the Student Assignment Folder
- . Monitor progress
- . Plan future assignments with the learner

THE ABE LEARNING CENTER TEACHER AND AIDE
Team up to Meet the Learner's Needs

CHAPTER X

USING EDUCATIONAL AIDES

Aides in Learning Centers

Many teachers in ABE learning centers have found their productiveness increases in proportion to the help they receive from the aides assigned to assist them. Dependable para-professionals make it possible for the teacher to serve the differing needs of many ABE learners at the same time. Meanwhile, recordkeeping, inventories and other clerical details--chores that cut into the time and energy needed to work with the learner--are maintained in good order.

Although the need for this assistance usually grows with the size of the learning center and the number enrolled, there is no hard and fast rule for determining the number of aides needed. Some ABE programs consider that an

educational aide is needed to help the learning center teacher whenever there are more than 20 adults in attendance. Before this figure is accepted as a guide, other factors must also be considered:

- How many hours is each learner enrolled per week?
- How many are non-readers? Tutorial help is time-consuming.
- Are there others enrolled who need much individual attention, such as ESL learners, or adults with learning difficulties?
- Does the small learning center require recruitment activities on the part of the teacher and/or aide?

Qualifications for Educational Aides

Aides need to be familiar with the population served and should have an understanding of the problems of the undereducated and unemployed adult. Aides should also be emotionally stable, willing to help others, accepting of differences in other people, able to follow directions and to take criticism.

There are many job titles for aides. Some common ones are: teacher aide, instructional aide, educational assistant, classroom aide, community aide, school aide, or educational aide.

Some aides are volunteers, coming from retired teachers' organizations, local college campuses, or service organizations. Most, however, are certified as educational aides and paid for their work.

The educational aide certificate is issued by the state. It indicates that the holder possesses the minimum qualifications of education, health and character for the service to be performed.

The local Board of Education usually determines the policies governing the hiring and use of educational aides. In many systems high school diplomas or high school equivalency certificates are accepted criteria for being hired

as an aide. Aides who are recruited from ABE and GED classes are more likely to empathize with problems of the ABE learner.

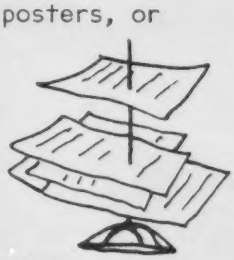
See the Appendix for a general list of personal qualifications for aide positions, as outlined for the Scioto Valley Local School District in Pike County, Ohio.

Responsibilities of the Aide

The prime responsibility of the aide is to assist the teacher in offering improved services to the learners. How this is achieved will vary according to the needs of the learners and the specific duties assigned by the teacher. It helps to have the job description spelled out in writing.

Besides helping the teacher and assisting the learners, aides may be asked to care for equipment, materials and records, and help achieve an attractive, orderly environment for learning. Some specific tasks that aides can do are:

- Check out audio-visual equipment, set it up, operate it or show learners how. Make sure it is returned in good condition and properly stored.
- Welcome new students and help them become acquainted with procedures.
- Interview students.
- Keep attendance records.
- Prepare flash cards, worksheets, charts, graphs, maps, posters, or visuals for overhead projectors.
- Type tests, worksheets, and reports.
- Organize a resource center or library corner.
- Keep supplies on hand.
- Help learners with assignments, as directed by the teacher.
- Follow up on absentees.
- Help organize group activities, such as field trips.



. Keep student record file and assignment folders in order.

. Check papers and tests.

. Help keep the learning center neat and cheerful. Arrange bulletin board displays, hang posters, photos, etc.

Staff Development

The aide's efficiency will be improved if there is a carefully planned orientation and pre-service program. Topics covered should include information about the school system and about the ABE program rationale, objectives and philosophy.

In the pre-service training, there should be enough time allowed for the teacher and the aide to work together, so that the teacher can become aware of the aide's strengths and weaknesses. As the relationship between the two matures, less and less time will be required for this close association.

Often an aide is placed in the learning center after only minimal orientation. A well-planned system of in-service staff development can compensate for this lack of preliminary preparation. The in-service program should be an ongoing one, preparing the aide to assist adult learners and their teachers. Topics for instruction will include:

. The psychology and sociology of educationally disadvantaged adults.

. Characteristics of adult learners and effective ways to work with them.

. Identifying learning and emotional problems of adult learners.

. Using ABE equipment and materials; how they relate to individualized teaching methods.

. Understanding the what, why, and how of learning center recordkeeping.

Evaluating the Aides

At least once a year, a written evaluation form should be filled out by the teacher, discussed in conference with the aide, and then filed with the educational aide's personnel records. On this form, the teacher should consider the aide's job performance as well as the ways in which the teacher is helping to improve this performance. Plans for in-service training can be included on such a form.

Aides should be encouraged to evaluate their own performance. They can do this best when the teacher is supportive and is careful to make clear what must be done.

APPENDIX

	Pages
Questions Frequently Asked	53 - 55
Sample Forms, Lists and Information	56 - 70
Bibliography	71

Credits:

Learning Lab Orientation Narrative. Akron City Schools ABE.

Sample Interest Survey. Project REAL, Warren City Schools.

Prescription Sheet: Phonics Objectives. Project C.O.P.E., Dayton City Schools.

Personal Qualifications for Teacher-Aide Positions. Scioto Valley Local School District, Pike County, Ohio.

London Procedure. London City Schools ABE.

All other forms: Cleveland Public Schools ABE.

NOTE: Group Tests and Individual Test List are from: Tests for Adult Basic Education Teachers by Donald Mocker et al. School of Education, University of Missouri, Kansas City. Permission granted by Donald Mocker.

APPENDIX

FREQUENTLY ASKED QUESTIONS

ABE teachers often have common problems in operating an individualized learning center. Feedback from ABE in-service workshops and meetings reflects an eagerness to learn how others have solved these problems.

The following are some questions frequently asked. The answers and suggestions given here are from successful ABE learning center practitioners. The ideas expressed are not necessarily final solutions, but they are intended to start ABE teachers thinking about other creative ways to solve problems.

AS A NEW TEACHER OF ADULTS, HOW CAN I BECOME BETTER PREPARED TO TEACH EFFECTIVELY IN AN ABE LEARNING CENTER?

Here are some hints for new teachers:

OBSERVE: Visit a learning center, see how it operates, talk to the teacher, ask questions.

STUDY : Learn about the philosophy of ABE and the psychology of the ABE learner. Read this handbook!

ATTEND : Participate in local in-service and regional staff development meetings.

KNOW ABE: Study the materials, the equipment, and the scope of ABE and the sequence in which to teach it.

RELATE: To the adult learners by working with them. See your work as a challenge to help human beings to help themselves.

HOW DO YOU TAKE CARE OF ALL THE PEOPLE WHO ARE AT DIFFERENT LEVELS?

The key is the assignment, or prescription. Place the learners at their independent reading level and match materials to their interests. Establish additional ongoing assignments to provide meaningful practice until further directions can be given. Ongoing assignments use programmed books, kits, taped lessons and other self-directed activities. Audio-visual lessons, using the tape recorder, Language Master, or System 80, are helpful with low-level learners.

Try an "eye-sweep" of center participants every half-hour. Observe what everyone is doing, and anticipate who will need help within this half-hour. Give brief directions to anyone who needs them. Then focus on learners with whom you will work more intensely for the next 40 to 50 minutes. Form small groups when you find adults with similar goals, and encourage peer interaction.

HOW CAN WE BEST USE THE TIME WHEN WE SEE THE ENROLLEES ONLY SIX HOURS PER WEEK?

Plan time for registration, orientation and initial evaluation. This is essential to operating the center. Once instruction starts, time restrictions are so tight that new arrivals should be put on a list and asked to return at a definite date (no more than two weeks away.) A typical schedule for a 3-hour session might be:

6:00 to 6:15	Vocabulary Drill. Word lists on various levels used for oral practice in word usage.
6:20 to 6:30	Reading and English assignments reviewed.
6:35 to 7:15	Individual assignments (individual or small group)
7:20 to 7:30	Discuss with the class consumer math problems.
7:35 to 8:15	Individual math assignments
8:20 to 8:30	Check answer on class problem. Discuss it.
8:35 to 9:00	Conference time. Learners make appointments to talk to the teacher.

HOW DO YOU HELP STUDENTS SET REALISTIC GOALS?

Help the learners to clarify the goals they set for themselves and to determine whether these goals are realistic. Outline the steps involved in seeking a particular goal and tell the learner what other goals must be met first. These more preliminary goals should be in writing for easy reference.

WHEN WOULD YOU USE GROUPS INSTEAD OF INDIVIDUALIZING?

Individualized learning is not necessarily the opposite of group activity. Even though the learning program is custom-made for each learner, some individuals will learn some subjects more easily through interacting with others. The resulting group activity would be individualized to fit the needs of each learner.

At certain levels, groups insulate learners from the scrutiny of others and the exposure of deficiencies. The verbal and non-verbal communication in groups helps some learners develop interpersonal skills as well. See Chapter 8 for further discussion of groups in the learning center.

WHAT TEST IS MOST EFFECTIVE IN PLACING THE ADULT LEARNERS?

A commonly used diagnostic test is the Test of Adult Basic Education (TABE). See Chapter 6.

WHAT IS ON THE GED TEST? WHAT SKILLS ARE NEEDED TO PASS THE TEST?

Test questions have to be a best-kept secret, or else the test loses effectiveness. The key question is the second one. Stress to your learners that success in the GED Test will depend on their ability to read and to read critically. They will need to know math through the computational skills as well as some beginning algebra and basic geometry.

You will need to lean heavily on the clues in GED study materials, as published by Cambridge, McGraw-Hill, or Steck-Vaughn. For help in identifying and selecting materials to develop the skills needed, study the publishers' analysis, item by item, of the sub-tests; try the diagnostic tests and simulated tests; and read the hints for test taking.

WHAT MATERIALS ARE BEST FOR THE LEARNING CENTER, AND WHERE CAN I GET THEM?

Most of the materials used in centers today are commercially prepared, adult-oriented books, workbooks, and kits. Teachers have found that some materials, though not written for adults, can be adapted for adult use. It is best to contact the major publishers (use the list in the Appendix) to request catalogs and examination copies of ABE materials.

If you have an eye on the budget, begin with software such as workbooks, kits and books. Do not invest in the programs which include audio-visual lessons until the level of the learners has been established. A multi-media kit which is geared to the interests of the young adult would not be suitable for senior citizens.

Keep a notebook of materials you have learned about from workshops and other sources.

HOW DO I RECRUIT STUDENTS FOR THE LEARNING CENTER?

Find out at enrollment how the learners heard about ABE.

Set up a promotional program for reaching out to the community. Contact social agencies, school PTA's, industries, businesses and churches. Request interviews to discuss ABE offerings, ask that flyers be distributed, or supply information for agency newsletters. Write follow-up thank you letters.

Try for TV, radio and newspaper coverage (including neighborhood newspapers). To this end, keep a file of human interest stories with pictures and release forms signed by the learners.

Follow up on withdrawals. Send letters to learners mentioning their individual goals and achievements.

Ask the learners to help recruit. Keep records of what is done, of persons contacted. One staff member should coordinate recruitment activities.

A List of Publishers of Material Commonly Used in ABE.

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Cambridge
488 Madison Avenue
New York, New York 10022

EDL/Learning Consultants
690 Lafayette Road
Medina, Ohio 44256

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607

Harcourt, Brace, and Johanovich
737 Third Avenue
New York, N.Y. 10036

McGraw Hill/Webster
1221 Avenue of Americas
New York, N.Y. 10020

New Readers Press
Division of Laubach Literacy International
Box 131, Syracuse, N.Y. 13210

SRA Science Research Associates
155 N. Wacker Drive
Chicago, Illinois 60606

Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78768

ABE CURRICULUM AND MATERIALS GUIDES

Several ABE programs have compiled curriculum guides and annotated materials lists, which can be secured upon request. This list of materials and curriculum guides is followed by a starter list of instructional materials generally recommended for the teaching of Level I Reading.

ANNOTATED MATERIALS AND CURRICULUM GUIDES

Curriculum Guide for Adult Basic Education
Canton City Schools
George G. Tsarwhas, Director of Continuing Education

Materials Guide for ABE
Cincinnati Public Schools
Walter Lund, Director, Division of Continuing Education

ABE Materials Guide (Unpublished)
Cleveland Public Schools
William L. Edwards, Directing Supervisor
Division of Continuing Adult Education

The Kentucky ABE Guide
Morehead State University
Morehead, Kentucky

ABE READING MATERIAL TO START A LEARNING CENTER

Level 1 (0-4)

New Streamlined English	New Readers Press
Adult Reader	Steck-Vaughn, Inc.
Language Master Cards	Bell & Howell
Specific Skills Series	Barnell Loft, Inc.
Adult Reading 1100 - 1700	Steck-Vaughn, Inc.
Creative Reader	Groiler, Inc.
Reading Attainment Starter System	Groiler, Inc.

Level 1 (5-8)

Specific Skills	Barnell Loft, Inc.
Introduction to Reading	Cambridge Co.
Language Master Cards	Bell & Howell
Reading For Understanding Kit	Science Research Associates
Adult Reading Program 200 - 2800	Steck-Vaughn, Inc.

Recommended List of Audio-Visual Equipment for use in the ABE Individualized Learning Center

*1. Cassette recorder/player

Many learning programs are including cassettes using the multi-sensory approach

*2. Language Master (Bell & Howell)

For listening and pronounciation practice, including math facts

*3. System 80 (Borg/Warner)

Audio-Visual approach. Easily used by individual learner for reinforcement in math, phonics, reading

4. Controlled Reader, jr. (EDL)

Improves reading by controlling fixation points

5. Aud-X (EDL)

Multi-faceted programs in reading, which incorporate spelling, writing, English and math

6. Overhead Projector

Commercial or teacher-made transparencies; useful with individuals and groups

7. Filmstrip Projector for individual viewing

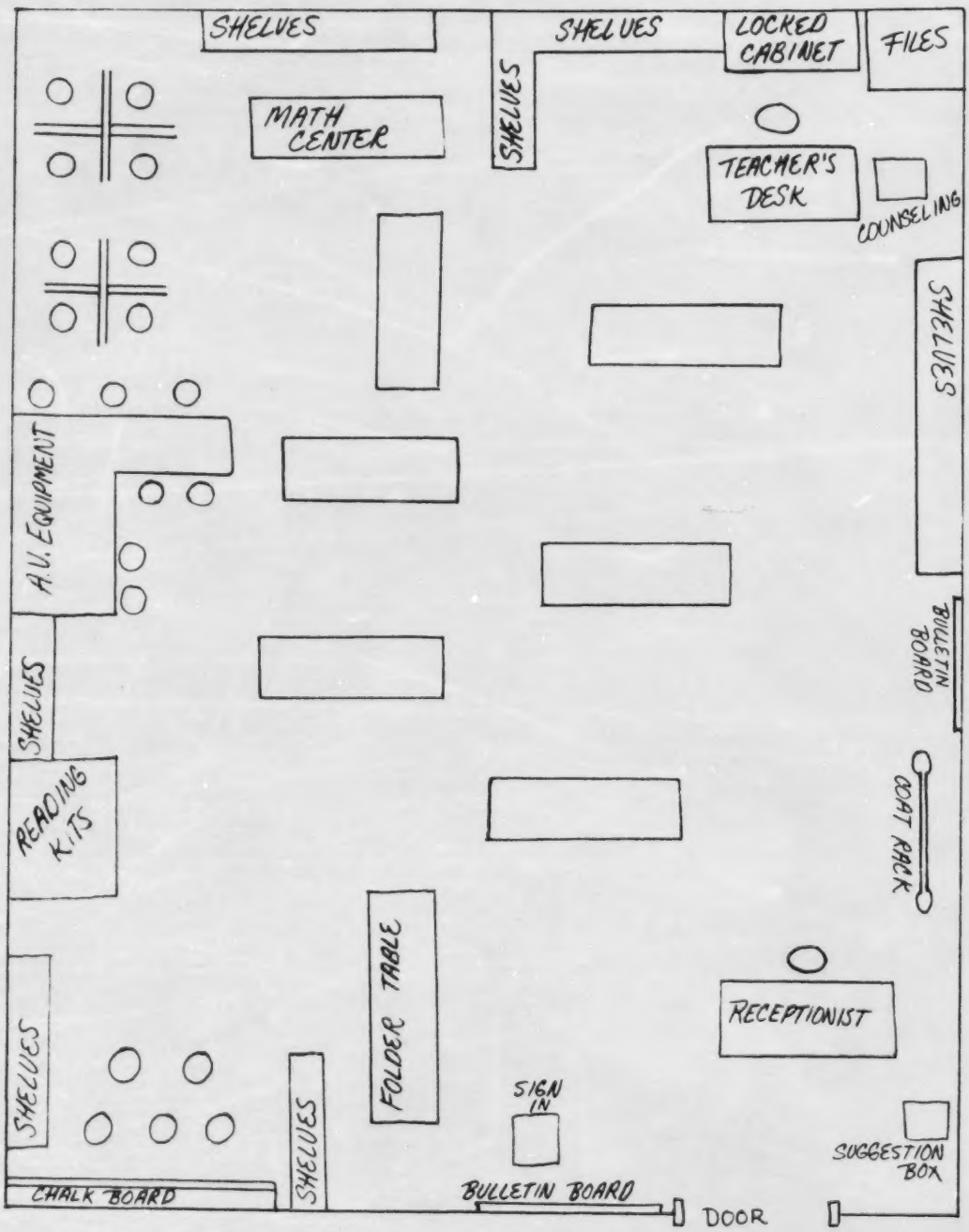
8. Movie Projector

9. Craig Reader or Hoffman Reader

10. Record Player

*Starter Items

SAMPLE LAYOUT FOR AN ABE LEARNING CENTER *



* Enrollment of 75.
Serves 25 to 30 at one time.

THE LONDON PROCEDURE

THE LONDON PROCEDURE, developed by the London City Schools with funds granted through the Ohio Department of Education, is a series of individually administered tests specifically designed to provide a screening of visual and auditory functions and a diagnosis of visual and auditory perceptions for adults.

Under section 309C of the Adult Education Act, funds were approved in 1975 to design, develop and implement an intake procedure for Adult Basic Education which would identify strengths and weaknesses in the areas of auditory and visual functions and perceptions of adults functioning below the 8th grade level.

In 1976, second year funding was provided for standardization for the tests and development of prescriptive teaching procedures and materials. Final standardization was completed on 111 randomly selected ABE adults reading below the 8th grade level. Results indicate that at least 50% of the adults tested had significant learning problems which would affect academic growth.

In its present form The London Procedure consists of 17 short tests organized into 5 major areas, with an approximate test administration time of 45 minutes. Testing can be done by persons trained in administration of the tests. Test results can be used to design Individual Educational Plans (IEP's) for adults based on their strengths and weaknesses. Medical and/or vision specialist referrals can be recommended in cases of functional difficulties.

The London Procedure is ideally suited for identification of adults having reading problems related to improper encoding and decoding. Included in the procedure are teaching strategies based on remediation and compensation of specific learning weaknesses. These teaching strategies are cross referenced to an index of instructional materials available in most Adult Basic Education centers.

The London Procedure was developed with the cooperation and assistance of Ohio ABE staff. The procedure has been field tested in 16 Ohio Adult Basic Education programs. Statistical analysis, validation and norms for the tests were developed in cooperation with the Ohio State University, Department of Math and Science Education. The visual functions screening was developed and validated through the Ohio State University, College of Optometry.

FOR FURTHER INFORMATION
about The London
Procedure

Contact:

Laura P. Weisel

London Adult Basic Education
60 South Walnut
London, Ohio 43140
(614) 852-9435

BEGINNING LEVEL _____

COMPLETION LEVEL _____

ADULT BASIC EDUCATION
STUDENT PERSONAL DATA

Date _____

Name _____

Address _____
Number Street City Zip Code

Phone Number _____ Social Security No. _____

Recruited or Referred by _____ _____

I Age _____ Date of birth _____ Place of birth _____

Sex _____ U. S. Citizen _____ Veteran _____

Marital Status _____ Single _____ Married _____ Other

Number of children _____ Ages of children _____

Spouse's name _____

Drivers License Yes _____ No _____ Registered to Vote Yes _____ No _____

II Education & Training

Where attended school _____

Number of years completed _____

Have you participated in A. B. E. before? _____ Yes _____ No

Why did you decide to continue your education? _____

_____

III Work Experience

Currently employed _____ Unemployed _____

Full-time _____ Part-time _____

Present type of employment _____

Employer _____

If not employed full-time, the main reason is (check one)

_____ unable to find work
_____ keeping house
_____ completing education
_____ retired
_____ disabled
_____ other (specify) _____

IV Placement Test Data

	Name of test	Score	Grade Equiv.	Accurate?
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

V Initial Curriculum

	Subjects	Text or materials
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

VI Additional information or comments

_____

_____

_____

_____

VII Withdrawal Information Date _____

Check the statement below which best describes the reason why the student withdrew.

_____ 1. transferred to another class
_____ 2. entered other educational training
_____ 3. moved away
_____ 4. completed goal (explain) _____
_____ 5. secured employment
_____ 6. lost interest
_____ 7. family problems
_____ 8. conflict with work
_____ 9. other reasons (specify) _____

_____

_____

ADULT BASIC EDUCATION
AKRON, OHIO
LEARNING LAB ORIENTATION NARRATIVE

I. Introduction: Personal Needs and Program

"Welcome to A.B.E. Before beginning the program orientation, let's determine if this program meets your needs.

A.B.E. is designed to help you improve your academic skills which include reading, writing, math, and English. If you haven't completed your high school education, we also provide preparation for the high school equivalency test (G.E.D.). What type of classes do you need?"

NOTE: If A.B.E. does not meet the needs of the client, make appropriate referral.

II. Program Overview

"Now that we've determined that A.B.E. meets your needs, I would like to explain our classroom setting. Your first step will be evaluation, which consists of tests that will determine your starting level. The teacher will then give self-instructional materials, that will strengthen your academic skills, and provide additional assistance as needed. The length of time needed for you to reach your stated goal will depend upon your beginning level, number of classroom hours, home study time and your motivation."

NOTE: If client expresses an interest in G.E.D., interviewer should proceed with Section III: Registration.

G.E.D. Test Preparation

"The G.E.D. Test consists of five (5) tests - Social Studies, Reading, Science, Math, and Writing. The G.E.D. requires six (6) hours of testing over a two-day period. An overall (average) score of at least 45 on the complete test battery is required with no score below 35 on any of the five G.E.D. tests.

When your teacher feels that you are ready for the test he/she will recommend that you begin the application procedure. First, a fee of $_____ must accompany your application. Secondly, a fee of $_____ is required at the testing center."

III. Registration

"Please fill out this registration form. If you need any assistance, I'll be happy to help you."

NOTE: Give the learner the registration form

"Now that you've/we've completed your registration, may I show you our facility and introduce you to the staff."

GOALS INVENTORY

NAME _____ ADDRESS _____

PHONE NO. _____ BIRTHDATE _____

I. GOALS:

Present Goals: Rate the skills you want to improve (1st, 2nd, 3rd).

BASIC SKILLS:

1. reading skills? _____
2. arithmetic skills? _____
3. speaking skills? _____
4. writing skills? _____
5. spelling skills? _____
6. knowledge of history & government? _____
7. knowledge of science? _____
8. knowledge of geography? _____

E.S.L.:

1. speaking English as a second language? _____
2. reading English as a second language? _____
3. writing English as a second language? _____
4. understanding American cultures and customs? _____
5. preparing for American citizenship? _____

Future Goals:

Do you wish to refresh your basic skills in order to:

1. go on to high school? Yes ____ No ____
2. take a G.E.D. course? Yes ____ No ____
3. improve your job opportunity? Yes ____ No ____
4. gain personal satisfaction? Yes ____ No ____
5. go on to college someday? Yes ____ No ____

II. INFORMATION:

Do you seek information about other community opportunities, helping agencies, museums, other schools, colleges, libraries, employment agencies, child care, and others? (Circle which)

_____
Teacher

_____
ABE Location

OCCUPATIONAL KNOWLEDGE INTEREST SURVEY

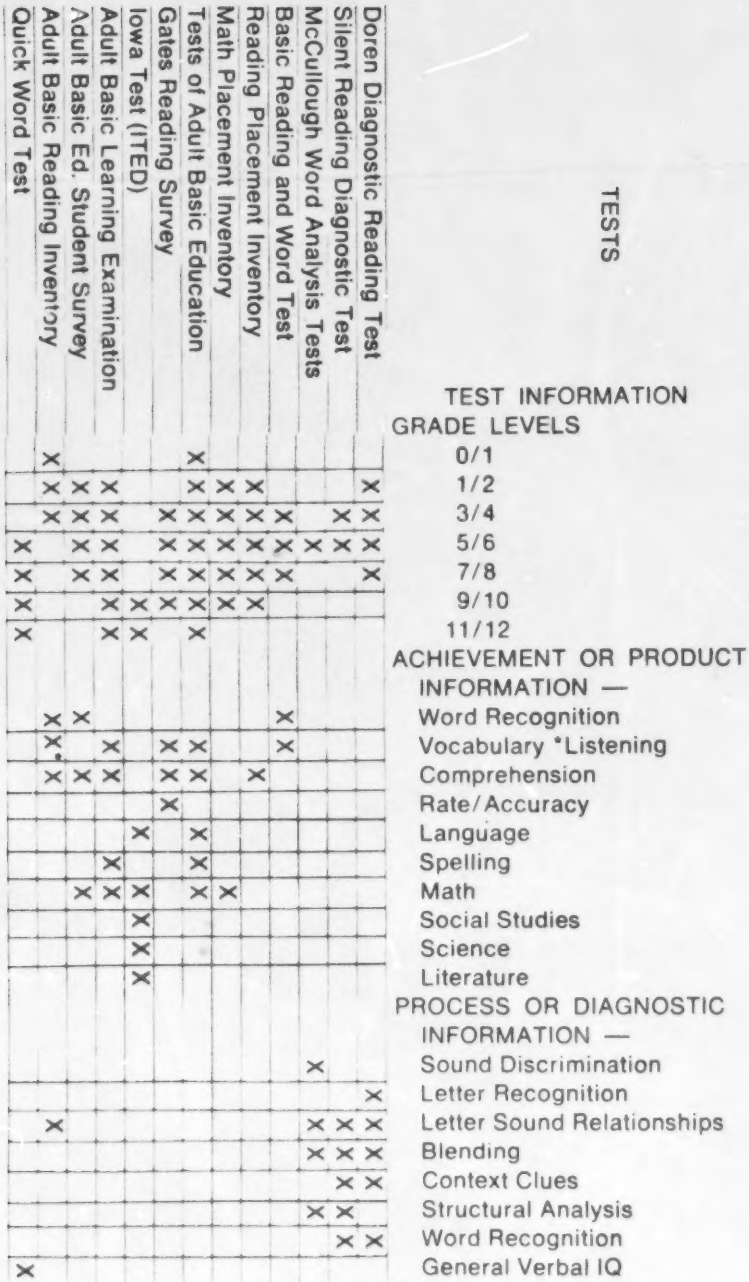
	Great Interest	Some Interest	No Interest
How to prepare yourself and look for jobs	_____	_____	_____
How to fill out applications and other forms	_____	_____	_____
How to prepare for an interview	_____	_____	_____
Employee awareness - Holding your job	_____	_____	_____

CONSUMER ECONOMICS INTEREST SURVEY

Banking			
How to open and use a checking account	_____	_____	_____
How to open and use a savings account	_____	_____	_____
Additional banking services	_____	_____	_____
How to budget your money	_____	_____	_____
Understanding and using credit	_____	_____	_____
Comparison Shopping			
Clothing	_____	_____	_____
Food	_____	_____	_____
Automobiles - new & used	_____	_____	_____
Fraudulent Persuasion such as:	_____	_____	_____
mail, home improvements, charities, misrepresentative advertising			
How to make a consumer complaint	_____	_____	_____

From: Adult Basic Education Interest Survey, Project REAL, Warren City Schools.

GROUP TESTS



FROM: Tests for Adult Basic Education Teachers by Donald Mocker et al, School of Education, University of Missouri, Kansas City.

INDIVIDUAL TESTS

TESTS

TEST INFORMATION	Adult Informal Reading Inventory	An Informal Reading Inventory	Auditory Discrimination Test	Botel Reading Inventory	Follett Indiv. Read. Placement Inv.	Gates-McKillop Read. Diag. Test	Gray Oral Reading Test	Idaho St. Pen. Informal Rdg. Inv.	Roswell-Chall Diagnostic Test	Test of Indiv. Needs in Reading	Test That's Not A Test	Word Discrimination Test	Slosson Oral Reading	R/EAL Test	Wide Range Achievement
GRADE LEVELS															
0/1	X	X	X	X	X		X	X	X	X	X	X	X		
1/2	X	X	X	X	X		X	X	X	X	X	X	X		
3/4	X	X	X	X	X	X	X	X	X	X	X	X	X		X
5/6	X	X		X	X	X	X	X	X	X	X	X	X	X	X
7/8	X	X		X	X	X	X			X	X	X	X	X	X
9/10	X			X			X			X	X	X	X	X	X
11/12	X			X			X			X	X	X	X	X	X
13+	X						X								X
READING LEVEL															
Oral	X	X			X	X	X	X		X	X	X		X	
Silent		X						X		X	X				
GENERAL READING ABILITY															
WORD RECOGNITION												X			
Skills															
Graded Lists	X	X		X	X	X		X					X		
WORD ANALYSIS						X									
Discrimination			X												
General Skills	X	X				X		X	X			X			
Specific Skills		X		X		X				X	X				
COMPREHENSION															
Listening		X			X										
General Skills		X			X		X	X							
Specific Skills														X	
WORD MEANING				X		X									
MATH															X

FROM: Tests for Adult Basic Education Teachers by Donald Mocker et al.
School of Education, University of Missouri, Kansas City.

PHONICS OBJECTIVES

You will be able to:

_____ 1. Write the letters of the alphabet, small and large, cursive and manuscript.

_____ 2. Identify the beginning sounds of consonants.

B	C	D	F	G	H	K	L	M	N	P	Q	R	S	T	V

W	X	Y	Z

_____ 3. Identify the ending sounds of consonants.

B	C	D	F	G	H	K	L	M	N	P	R	S	T	Y	X	Z

_____ 4. Identify the sounds of short vowels.

A	E	I	O	U

_____ 5. Identify the sounds of long vowels.

A	E	I	O	U	Y

_____ 6. Identify the sounds of beginning consonant blends.

BL	CL	FL	GL	PL	SL	BR	CR	DR	FR	GR	PR

TR	SC	SK	SN	SM	SL	SP	ST	SW	SCR	SPR	SQU	STR

_____ 7. Identify the sounds of ending consonant blends.

NG	LP	CK	MP	SK

_____ 8. Identify R-controlled sounds(murmur dipthongs).

AR	ER	IR	OR	UR

_____ 9. Identify the sounds of double vowels.

AI	AY	OA	EA	EE	OO	OO	OI	OY

From: Project COPE, Dayton City Schools.

Fraction Prescription Sheet

Using Working With Numbers (WwN) or Essentials of Math I (MathI)

*Worksheets developed by learning center staff, Cleveland, Ohio.

Introduction to fractions
Math I: pp 33-34; WwN. pp 26-27

Adding fractions with like denominator
Math I: p 35; WwN. p 28
*Worksheet: Practices with denominators (314)
*Worksheet: More practice (322)

Simplifying Improper fractions
Math I p 36; WwN. p 29

Transforming and reducing proper fractions
Math I: p 37; WwN. p 30
*Worksheet: Reducing common fractions (326)

Adding fractions and reducing (Improper)
Math I: p 38; WwN. p 31

Adding with unlike denominators
Math I: pp 39, 40, 41; WwN. pp 32, 33, 34
*Worksheet: Adding with unlike denominator (318)
*Worksheet: Practice with adding and subtracting (330)

*Review: Math I: p 42; WwN. p 35

Subtracting fractions with the like denom.
Math I: p 43; WwN. 36

Subtracting fractions with unlike denom.
Math I: pp 44, 45, 46; WwN. pp 37, 38, 39

Borrowing in Subtraction
Math I: pp 47, 48; WwN. pp 40, 41

More complex borrowing problems
Math I: p 49; WwN p 42
*Worksheet: Fraction Word problem sheet #1 (349)
*Worksheet: Fraction Word problem sheet #2 (351)

Review: Math I: pp 50, 51

FRACTION PROGRESS TEST (353)

Multiplying fractions
Math I: pp 52, 53: WwN. 44, 45

*Using Cancellation
*Math I: p 54; WwN. p 46
*Worksheet: Practice in cancellation (346)

Multiplying mixed numbers
*Math I: p 55; WwN. p 47
*Worksheet: Improper - Mixed Numbers (334)
*Worksheet: Multiplying fractions (338)
*Worksheet: Fraction Word Problem sheet #3 (354)

Review: Math I: p 56; WwN. p 48

Dividing Fractions
Math I: pp 57, 58, 59; WwN. pp 49, 50, 51
*Worksheet: Dividing fractions (342)

Dividing Mixed Numbers
Math I: p 60; WwN. p 52
*Worksheet: Fraction word problem sheets #4 (357), #5 (360)

Review; Math I: pp 61, 62;:WwN. pp 53, 54

Progress Check: Math I: p 63; WwN. p 55
*Worksheet: Fraction Review I (367)
*Worksheet: Fraction Review II (371)

FRACTION UNIT TEST (375)

PERSONAL QUALIFICATIONS FOR TEACHER-AIDE POSITIONS
THE SCIOTO VALLEY LOCAL SCHOOL DISTRICT
Pike County, Ohio

Persons, employed to serve in the Scioto Valley Local School District as Teacher-Aides, may be required to perform a variety of duties in assisting teachers. Many of these duties will involve the aides working cooperatively with both adults and children. It is considered extremely important that persons employed as teacher-aides have those personal qualifications and skills deemed necessary for effective and efficient performance of specified duties.

The following list of personal qualities, attitudes, and skills are to be used in screening applicants for teacher-aide positions. The Teacher-Aide should:

1. Display a genuine interest in children and/or other adults and the opportunity to help improve their educational program.
2. Have good moral character.
3. Have good physical and mental health.
4. Have the ability to get along well with children and adults.
5. Have a pleasing personality (be warm, friendly, courteous, and relatively out-going).
6. Demonstrate good use of the English language.
7. Have the ability to read well orally.
8. Display good grooming.
9. Be of average or above average intelligence.
10. Have a minimum of a high school education or its equivalent.
11. Possess general clerical skills including typing and good computational skills.
12. Be able, or willing to learn, to operate a variety of machines and equipment used in the educational setting.

In order to assure selection of capable and competent persons for specific teacher-aide positions, applicants may be required to demonstrate acceptable levels of performance in:

(a) Usable skills such as typing and other clerical machines operation.

(b) Academic skills as measured by standardized tests or other performance tasks.

(c) Aptitudes or interest as measured by standardized instruments.

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